Exploring the Implementation of Stand Up Speak Program to Enhance Students' Speaking Skill

A Skripsi

Submitted to the Faculty of Language Education

As a Partial Fulfillment of the Requirement

For the Degree of

Sarjana Pendidikan



Bella Asda Juasisba 20150810087

English Language Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta
2019

Statement of Authenticity

I am a student with following identity:

Name : Bella Asda Juasisba

NIM : 20150810087

Program Study : English Language Education Department

Faculty : Language Education

University : Universitas Muhammadiyah Yogyakarta

Certify that this *skripsi* entitled "Exploring the Implementation of Stand Up Speak Program to Enhance Students' Speaking Skill" is certainly my own work, and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion and finding included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 28 Februari 2019

Bella Asda Juasisba

NIM. 20150810087

iii

Motto

Fa inna ma'al 'usri yusra. Inna ma'al 'usri yusra

For indeed, along with every hardship is relief.

Indeed, along with every hardship is relief.

- (QS. Al – Insyiah: 5-6)

Iqra! Read!
- (QS. Al – Alaq: 1)

Acknowledgement

First, I would like to say my gratitude to Allah SWT the almighty, for giving blessings, pleasure and strength in my life until I could finish this undergraduate thesis and for all the time of my life.

My love for my parents, my father and my mother as my support system, my big inspirations and the best things I have in this world. My brother and sister, Fikri and Aviva, who always encouraged me to be a good sister for them.

I love them in my every space between seconds.

My deepest gratitude belongs to my *skripsi* advisor, Dr. Suryanto, who patiently guided me in completing this undergraduate thesis. Thank you so much for your supports, constructive advices and motivation throughout the whole process of this study. My high appreciation goes to both of the examiners, Miss Ika Wahyuni Lestari, S.Pd., M.Hum and Miss Mariska Intan Sari, S.S., M.A, for their advices and valuable suggestions to improve my *skripsi*. May Allah always give you all happiness in your life.

To my lovely girls, Tya, Huni, Darra, Tami, Vira, Syana, Ayu, Mawar. I cannot describe how happy I am to be able to get to know those crazy and kind-hearted creatures like you. Thanks for always supporting me through my ups and downs.

Special thanks to someone whose name does not need to be mentioned for your kind, uncountable support and good listener to me through thick and thin.

Thanks to all member of KKN Mandiri Unit Pengabdian Indonesia, who together have experienced through difficulties and happiness over the past year. You guys rock!

Thank you to all member of CCU Class for the supportive class, for all the memories we have gone through and for every steps that we passed. I hope our cooperativeness is always maintained.

I do really grateful to an English course at Kampung Inggris Pare Kediri for giving me permission to do this research and thank you very much for all the members of B1 Class for the memorable memories in the short time we have passed.

I also would like to express my gratitude to the Language Education

Faculty of Universitas Muhammadiyah Yogyakarta family, especially for English

Language Education Department, for all the lectures who had transferred the

knowledge and experience, and for all the staffs. I learned a lot of things from them.

Special thanks go to myself, Bella Asda Juasisba for believing in your abilities so that the steps do not stop and thank you for growing tough together.

Last, I would like to say thanks to everyone whose name cannot be mentioned one by one who have supported me in various ways.

Herewith, I dedicate my undergraduate thesis.

Yogyakarta, 28 Februari 2019

Bella Asda Juasisba

vi

Table of Contents

Approval Sheet	ii
Statement of Authenticity	iii
Motto	iv
Acknowledgement	v
Abstract	vii
Table of Contents	ix
List of Figures	xii
List of Appendices	xiii
Chapter One	1
Introduction	1
Background	1
Identification of the Problem	5
Limitation of the Problem	6
Research Questions	6
The Objectives of the Research	7
The Significance of the Research	7
For the researcher.	7
For the students.	7
For the teachers.	8
For the institution.	8
Organization of the Research	8
Chapter Two Literature Review	10
Speaking Skill	10
Elements in Speaking Skill	12
Vocabulary	13
Pronunciation.	13
Grammar	14

Difficulties in Speaking Skill	14
Linguistic difficulties	15
Mother Tongue Use	15
Inhibition	16
Developing speaking skill	16
Kampung Inggris Pare Kediri	17
The Influence of English Courses in Kampung Inggris Pare toward Speaking Skills	18
Stand Up Speak as One of The Programs at Anamorsa English Course in Kampung In	
Review of Related Studies	21
Conceptual Frameworks	23
Chapter Three	26
Research Methodology	26
Research Design	26
Research Setting	27
Research Participants	28
Data Gathering Method	29
Data Collection Instrument	30
Data Collection Procedure	31
Data Analysis	32
Chapter Four	35
Findings and Discussion	35
The Implementation of Stand Up Speak Program	35
Finding 1. Effective in Increasing Students' Self-confidence	36
Finding 2. The Stand Up Speak Program has Various Activities	38
Finding 3. The Stand Up Speak Program Uses Student-Centered Learning Method.	46
Finding 4. The teachers in Stand Up Speak Program Provides Feedback	47
The Challenges That Students Face While Enrolling Stand Up Speak Program	48
Finding 1. Lack of Vocabulary	48

Finding 2. Lack of Time for Preparation	. 49
Finding 3. Lack of Self-Confidence	. 50
Finding 4. Limited Use of English When Having Discussion	. 51
Finding 5. Too fast explanation	. 51
Chapter Five	. 53
Conclusion and Recommendation	. 53
Conclusion	. 53
Recommendation	. 54
For the English teachers	. 54
For the students.	. 54
For future researchers.	. 55
For institution.	. 55
References	. 56
Appendices	. 64
Appendix 1. Observation Fieldnote	. 64
Appendix 2. Interview Guideline	66

List of Figures

Figure 2.1	: The conceptual of this study	26
Figure 4.1	: List of The Activities from observation	39
Figure 4.2	: Instruction paper	46
Figure 4.3	: Instruction paper	46

List of Appendices

Appendix 1. Observation Fieldnote	. 64
Appendix 2. Interview Guideline	66